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AUTHOR Kemp, Edith S.
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ABSTRACT

This booklet contains a number of tables that summarize data on the employment and educational status of Philadelphia high school dropouts as of September 1975. Data for the survey were gathered through questionnaires completed by 1,306 individuals who dropped out of high school during the 1974-75 school year. Also included are several tables that compare data on 1974-75 dropouts with data from a similar survey conducted a year earlier. A sample of the survey questionnaire is included as well. Among its other findings, the survey revealed that 26 percent of the respondents were working, 20 percent were in school, 9 percent were in the Armed Forces, 42 percent were unemployed and looking for work, and 7 percent were unemployed and not looking for work. (JG)

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SURVEY of philadelphia high school DROPOUTS 1974-75

OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF ADMINISTRATIVE AND SURVEY RESEARCH SERVICES

EA 008 982

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This report was prepared by Edith S. Kemp, Research Associate.

1975 Survey

of

PHILADELPHIA HIGH SCHOOL DROPOUTS

Results of the second annual survey of public high school dropouts by the Division of Administrative and Survey Research Services describing the respondents by current status in employment, continuing education, reasons for leaving school before graduation, and other variables.

Report No. 7648
January 1976

HIGHLIGHTS OF THE 1975 SURVEY
OF
1974-75 DROPOUTS

- 26% of the respondents were working
  - of these, 80% held full time jobs
  - their median hourly wage was $2.47 an hour
  - 10% were doing office work
  - 22% were in service occupations
  - 32% were doing unskilled labor
- 20% were in school
  - 22% of these were also employed
  - 28% were attending Standard Evening High Schools
  - 23% were attending private high schools
  - 9% were in technical or trade schools
  - 8% were in Federal programs
- 9% were in the Armed Services
- 42% were unemployed and looking for work
- 7% were not working and not looking for work
- 21% left school because they didn't like it
  - 35% of the white students felt this way
  - 13% of the black students felt this way

The distribution of respondents totals more than 100% because some of them were both working and enrolled in school.

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METHODOLOGY

The first followup survey of Philadelphia high school dropouts was conducted in 1974 by the Division of Administrative and Survey Research Services. The results of this survey provided information on the employment and educational status of dropouts comparable to that which has been collected annually for high school graduates since 1971. A second survey was conducted of the students who left school before graduation during the 1974-75 school year in order to establish a comprehensive and continuing body of data about former Philadelphia high school students.

The universe for this second survey consisted of the 6,039 dropouts listed in the Pupil Directory file for 1974-75. This group constituted 67.7 percent of the 8,921 dropouts reported by the Division of Pupil Personnel and Counseling which accounts for every student leaving the system, by cause, for the school year. The Pupil Directory file collects its student information through school offices during the school year and, therefore, does not include students who drop out over the summer. Although the two dropout files differ considerably by total count, the composition of the two files is similar by both race and sex.

In September of 1975, post card questionnaires were mailed to all high school dropouts listed in the Pupil Directory file for the 1974-75 school year. A second mailing was sent to the non-respondents four weeks later.

The questionnaire was designed to gather information on current education and employment status, reasons for leaving school, and persons contacted by the student to discuss leaving school prior to dropping out. Minor changes were made in the content of the 1975 questionnaire on the basis of usable responses to the 1974 survey.

The 6,039 dropouts contacted for this survey were students who left Philadelphia high schools before graduation in that school year for any of the following reasons. The drop codes are those assigned by Pupil Personnel and Counseling in order to report to the State the reasons for students leaving school before graduation.

	DROP CODES
Enlisted in Armed Services	01C
Enrolled in Job Corps	01E
Drafted into Armed Services	03A
Involuntary withdrawal because of inability to adjust in school	03B
Voluntary withdrawal because of inability to adjust in school	03C
Marriage (over 17 years of age)	03D
Probable employment	03E
Needed at home	03F
Pregnancy (without doctor's certificate)	03G
Other: Not employed, not needed at home	03H
General Employment Certificate	04A
Marriage (under 17 years of age)	05A
Own home, not married	05B
Outside home	05C
Pregnancy (with doctor's certificate)	10A

Responses were received from 1,306 dropouts (21.6 percent of the total) and precisely represent the universe by both race and sex. (Tables 1 and 2) The distribution of responses by school and drop code closely resembled the distribution of dropouts in the Pupil Directory file. (Tables 3 and 4) Generalizations from the survey responses to all the 1974-75 dropouts can, therefore, be made with confidence.

TABLE 1. DROPOUTS AND RESPONSES BY SEX

	DROPOUTS		RESPONSES	
	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL	6,039	100.0	1,306	100.0
MALE	3,428	56.8	743	56.9
FEMALE	2,611	43.2	563	43.1

TABLE 2. DROPOUTS AND RESPONSES BY RACE

	DROPOUTS		RESPONSES	
	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL	6,039	100.0	1,306	100.0
BLACK	3,919	64.9	838	64.2
WHITE	1,841	30.5	415	31.7
SPANISH SURNAMED	279	4.6	53	4.1

TABLE 3. DROPOUTS AND RESPONSES BY SCHOOL

SCHOOL NO.	NAME	DROPOUTS NUMBER	DROPOUTS PERCENT	RESPONSES NUMBER	RESPONSES PERCENT
101	Bartram	342	5.7	77	5.9
102	West Philadelphia	294	4.9	65	5.0
108	University City	299	5.0	68	5.2
145	Catto	34	0.6	8	0.6
201	Franklin	201	3.3	38	2.9
203	Penn	199	3.3	58	4.4
206	Parkway Program	30	0.5	9	0.7
229	Franklin Learning Ctr.	77	1.3	18	1.4
233	Kane	27	0.4	6	0.5
301	South Philadelphia	743	12.3	128	9.8
306	Bok	142	2.4	32	2.4
320	Boone	58	1.0	13	1.0
401	Gratz	254	4.2	60	4.6
402	Overbrook	357	5.9	55	4.2
406	Dobbins	135	2.2	37	2.8
436	E. S. Miller	47	0.8	7	0.5
501	Kensington	351	5.8	83	6.4
502	Edison	402	6.7	85	6.5
506	Mastbaum	93	1.5	28	2.1
524	Douglas	25	0.4	4	0.3
538	Muhr	16	0.3	5	0.4
545	Carroll	43	0.7	10	0.8
601	Central	4	*	2	0.1
602	Germantown	350	5.8	69	5.3
603	Roxborough	174	2.9	36	2.8
604	Saul	5	*	1	0.1
605	High School for Girls	8	0.1	-	-
606	King	99	1.6	17	1.3
640	Widener Memorial	9	0.2	4	0.3
701	Frankford	255	4.2	58	4.4
702	Olney	300	5.0	64	4.9
758	YDCSO	72	1.2	10	0.8
759	YDDTC	121	2.0	22	1.7
801	Lincoln	175	2.9	59	4.5
802	Northeast	124	2.0	33	2.5
803	Washington	168	2.8	36	2.8
828	Jacobs	6	0.1	1	0.1
	TOTAL	6039	100.0	1306	100.0

* Below 0.1%

TABLE 4. DROPOUTS AND RESPONSES BY DROP CODE

DROP CODE	DROPOUTS NUMBER	DROPOUTS PERCENT	RESPONSES NUMBER	RESPONSES PERCENT
01C ENLISTED IN ARMED SERVICES	224	3.7	68	5.2
01E ENROLLED IN JOB CORPS	101	1.7	18	1.4
03A DRAFTED INTO ARMED SERVICES	10	0.2	10	0.8
03B INVOLUNTARY WITHDRAWAL	11	0.2	2	0.2
03C VOLUNTARY WITHDRAWAL	950	15.7	188	14.4
03D MARRIAGE	101	1.7	14	1.1
03E PROBABLE EMPLOYMENT	1775	29.4	334	25.5
03F NEEDED AT HOME	139	2.3	27	2.1
03G PREGNANCY (W/O CERTIFICATE)	50	0.8	9	0.7
03H OTHER	1943	32.1	412	31.5
04A EMPLOYMENT CERTIFICATE	471	7.8	148	11.3
05A MARRIAGE	73	1.2	21	1.6
05B OWN HOME, NOT MARRIED	181	3.0	54	4.1
05C OUTSIDE HOME	5	0.1	1	0.1
10A PREGNANCY (W/CERTIFICATE)	5	0.1	-	-
TOTAL	6039	100.0	1306	100.0

SURVEY RESULTS

Five analysis categories: Employed only, In school and employed, In school not employed, Unemployed, and In military service were used to describe the status of the 1974-75 dropout survey respondents in October of 1975. Only 26.1 percent (341) of the 1,306 respondents were working at that time, 58 of whom were working and attending school, and 283 or 21.7 percent who were employed and not attending school. More whites were employed than blacks (45.5 percent to 17.2 percent). There was no difference in the proportion of blacks and whites in school and military service. More blacks (21.2 percent) than whites (16.4 percent) were attending school. A slightly greater proportion of whites (6.0 percent) than blacks (3.8 percent) were working while continuing their education. More girls than boys reported they were attending school and close to the same proportion of each sex were working as well (4.2 percent of the boys and 4.8 percent of the girls). (Table 5)

The unemployed respondents were by far the largest group (49.2 percent). Fully 86.0 percent of these were looking for work while the remainder were not. (Table 6) To some extent this latter group represents discouraged workers - those who have given up looking for work - and to some degree represent girls who married and/or had babies and for those reasons decided not to look for work. Many girls who reported pregnancy or baby care as a reason for leaving school were, however, working and going to school as well as looking for work.

TABLE 5 EMPLOYMENT AND EDUCATION CHARACTERISTICS, BY RACE AND SEX

	TOTAL RESPONDENTS	RACE			SEX	
		BLACK	WHITE	SPANISH SURNAMED	MALE	FEMALE
TOTAL	1306 100.0	838 100.0	415 100.0	53 100.0	743 100.0	563 100.0
EMPLOYED ONLY	283 21.7	112 13.4	164 39.5	7 13.2	196 26.4	87 15.5
IN SCHOOL ONLY	200 15.3	147 17.5	43 10.4	10 18.9	93 12.5	107 19.0
IN SCHOOL, EMPLOYED	58 4.4	32 3.8	25 6.0	1 1.9	31 4.2	27 4.8
UNEMPLOYED	643 49.2	469 56.0	143 34.5	31 58.5	303 40.8	340 60.4
IN MILITARY SERVICE	122 9.3	78 9.3	40 9.6	4 7.5	120 16.2	2 0.4

TABLE 6 UNEMPLOYED RESPONDENTS BY LABOR MARKET STATUS, BY RACE AND SEX

	TOTAL RESPONDENTS	RACE			SEX	
		BLACK	WHITE	SPANISH SURNAMED	MALE	FEMALE
TOTAL	622 100.0	460 100.0	132 100.0	30 100.0	296 100.0	326 100.0
LOOKING FOR WORK	535 86.0	415 90.2	98 74.2	22 73.3	276 93.2	259 79.4
NOT LOOKING FOR WORK	87 14.0	45 9.8	34 25.8	8 26.7	20 6.8	67 20.6

EMPLOYMENT STATUS

Almost all of the employed respondents reported the type of work they were doing. Just under one-third (32.1 percent) held unskilled jobs and 22.2 percent were in service occupations. Technical trade and craftsman/operative jobs were held by 23.1 percent of the dropouts. Eighty percent of the employed respondents held full-time jobs. The proportion of part-time workers was greatest among dropouts from Districts 2 and 4.

TABLE 7. TYPE OF WORK REPORTED BY EMPLOYED RESPONDENTS AND TYPE OF WORK DESIRED BY UNEMPLOYED RESPONDENTS

TYPE OF WORK	REPORTED BY EMPLOYED RESPONDENTS NUMBER	REPORTED BY EMPLOYED RESPONDENTS PERCENT	DESIRED BY UNEMPLOYED RESPONDENTS NUMBER	DESIRED BY UNEMPLOYED RESPONDENTS PERCENT
TOTAL	333	100.0	452	100.0
UNSKILLED	107	32.2	49	10.8
SERVICES	74	22.2	65	14.4
CRAFT/OPERATIVE	29	8.7	21	4.6
OFFICE/SECRETARIAL	33	9.9	59	13.1
SALES	25	7.5	15	3.3
TECHNICAL/TRADE	48	14.4	32	7.1
HEALTH SERVICES	11	3.3	24	5.3
DATA PROCESSING	6	1.8	-	-
ANY KIND	-	-	187	41.4

The adoption of an increased minimum wage was reflected in the earnings reported by all employed respondents (2.47). A slight difference in earnings was reported between blacks ($2.44) and whites ($2.50). A greater difference still exists between earnings for males ($2.58) and females ($2.34).

RESPONDENTS IN SCHOOL

Of the 258 respondents who reported that they were going to school, almost one-quarter (22.5 percent) were going to school and working at the same time. More than twice as many whites as blacks were working while in school as were a slightly greater proportion of males than females.

Of those continuing their education, a substantial proportion were attending Philadelphia public schools. Slightly over one-quarter (27.2 percent) had returned to Philadelphia high schools, and an additional 28.0 percent were enrolled in Standard Evening High Schools. Private high schools offering both regular and GED courses accounted for another 22.8 percent of the school attendees. Federal programs, primarily the Job Corps provided educational opportunities for 7.8 percent while another 9.1 percent were in technical schools, primarily OIC. Twenty-six (2.0 percent) of the respondents reported they had already completed high school and ten of them were attending college. Regardless of the type of school they were attending, most of the students (63.2 percent) were working toward GED's.

TABLE 8. RESPONDENTS CONTINUING THEIR EDUCATION BY TYPE OF COURSE TAKEN

		TYPE OF COURSE				
	TOTAL	GED	TECH/ TRADE	BUS/ SEC	ART/ COMM	COLLEGE
	152	96	43	9	0	4
	100.0	100.0	100.0	100.0	0.0	100.0
IN SCHOOL ONLY	111	64	37	7	0	3
	73.0	66.7	86.0	77.8	0.0	75.0
IN SCHOOL, EMPLOYED	41	32	6	2	0	1
	27.0	33.3	14.0	22.2	0.0	25.0

DROP CODES AND PRESENT STATUS

The mandated procedure for reporting dropouts involves the use of the codes listed at the beginning of this report. These codes are assigned by school staff in the Division of Pupil Personnel and Counseling, and each survey form contained the code under which the pupil was dropped. The questionnaire asked what the former students were doing in October of 1975 (which could be any where from four months to one year after the pupil left school and the drop code was assigned). The current educational and labor market status of the dropouts was then cross-tabulated with the drop codes. (Table 9)

Of the 122 respondents in military service, less than half (41.0 percent) had left school to enter the service. More than one-quarter (26.3 percent) had left with the codes for probable employment (03E) and employment certificate issued (04A). An additional 23.0 percent had been coded 03H, "Other-Over Compulsory School Age."

Of those who left school under the codes for probable employment (03E) or employment certificate (04A), only 39.8 percent held jobs at the time of the survey. Of the 482 respondents in these categories, 42.1 percent were unemployed and the balance were in the military or attending school. Nearly 40.0 percent of those who left school to join the Job Corps (01E) were unemployed at the time of the survey.

Of the 258 respondents now attending school, 22.9 percent had left high school under the code 03E (probable employment and over 17 years of age), and an additional 8.5 percent who were between 16 and 17 years old, left school with employment certificates or exemption permits. This

TABLE 9 EMPLOYMENT AND EDUCATION STATUS, BY DROP CODE

	TOTAL	EMPLOYED ONLY	IN SCHOOL ONLY	IN SCHOOL EMPLOYED	UNEMPLOYED	IN MILITARY
TOTAL	1306 100.0	283 100.0	200 100.0	58 100.0	643 100.0	122 100.0
01C ENLISTED IN ARMED SVCS	68 5.2	4 1.4	5 2.5	1 1.7	9 1.4	49 40.2
01E ENROLLED IN JOB CORPS	18 1.4	4 1.4	6 3.0	0 0.0	7 1.1	1 0.8
03A DRAFTED INTO ARMED SVC	10 0.8	2 0.7	1 0.5	2 3.4	4 0.6	1 0.8
03B INVOLUNTARY WITHDRAWAL	2 0.2	0 0.0	1 0.5	0 0.0	1 0.2	0 0.0
03C VOLUNTARY WITHDRAWAL	189 14.4	39 13.8	29 14.5	9 15.5	102 15.9	9 7.4
03D MARRIAGE	14 1.1	1 0.4	2 1.0	1 1.7	10 1.6	0 0.0
03E PROBABLE EMPLOYMENT	334 25.6	86 30.4	44 22.0	15 25.9	166 25.8	23 18.9
03F NEEDED AT HOME	27 2.1	2 0.7	8 4.0	0 0.0	16 2.5	1 0.8
03G PREGNANCY (W/C CERTIF)	5 0.7	0 0.0	2 1.0	0 0.0	7 1.1	0 0.0
03H OTHER	412 31.5	60 21.2	69 34.5	17 29.3	238 37.0	28 23.0
04A EMPLOYMENT CERTIFICATE	148 11.3	80 28.3	11 5.5	11 19.0	37 5.8	9 7.4
05A MARRIAGE	21 1.6	3 1.1	2 1.0	0 0.0	16 2.5	0 0.0
05B OWN HOME, NOT MARRIED	54 4.1	1 0.4	20 10.0	2 3.4	30 4.7	1 0.8
05C, OUTSIDE HOME	1 0.1	1 0.4	0 0.0	0 0.0	0 0.0	0 0.0
10A PREGNANCY (W/ CERTIF)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0

means that almost a third (31.4 percent) of the dropouts who were attending school at the time of the survey had originally left school with codes indicating that they were going to work.

The 03H code - (Over Compulsory School Age - Other) is the largest category of dropout respondents just as it is the largest category of all dropouts. Since these students were over 17 at the time they left school it was not necessary for them to have proof of a job, other school admittance or military enlistment. Of the 412 dropouts in this category, 238 or 57.8 percent were unemployed at the time of the survey. This group comprised more than one-third (37.0 percent) of the unemployed respondents at the time of the survey.

DROP CODES AND REASONS FOR LEAVING

When the reasons given by former students for dropping out are compared with the drop codes assigned by the school personnel, some interesting and perhaps significant differences appear. More than three-quarters of the respondents answered the question "Why did you leave school before graduating?".

The largest group of respondents to this question were, once again, those in the Over Compulsory School Age - Other - (03H) drop code. They constituted 30.3 percent of the total respondents. Personal reasons such as home problems and family illness, the need to work, and the statement that they just "didn't like it" each accounted for around sixteen percent of the group. Slightly over a quarter of the respondents were those whose drop codes were 03E - Probable Employment, Over Seventeen Years of Age. Over one-fifth (22.9 percent) of these said

they left school because they didn't like it, and an additional 19.1 percent because they needed to work. Dislike of school was given as the reason for leaving by approximately one-fifth (20.8 percent) of all the respondents. The need to work (14.3 percent), pregnancy, and the need for child care (12.2 percent), and personal reasons (11.6 percent) were the other major reasons mentioned. While less than 1.0 percent of the respondents had pregnancy coded by school personnel as a reason for leaving school, pregnancy and associated child care responsibilities accounted for 12.5 percent of the reasons mentioned by the dropouts for leaving school. Ten percent of the respondents said they dropped out of school because they had been retained in grade. A few of these were twelfth graders who had expected to graduate, but more of them were students who refused to repeat the tenth or eleventh grade. (Table 10)

There was some difference between blacks and whites in the reasons reported for leaving school. More than a third of the whites (35.2 percent) said they didn't like school while only 12.9 percent of the blacks gave this reason. There were no real differences between blacks and whites who dropped out because they were retained in grade (11.1 percent and 10.3 percent) or needed to work (14.1 percent and 15.8 percent). Many more blacks than whites felt that they had been dropped or 'got put out' than did whites (5.4 percent to 0.9 percent) and more blacks left because of 'gangs' (5.1 percent to 0.3 percent). Some whites specified racial problems at school while blacks did not. (Table 11)

TABLE 10 REASONS GIVEN FOR LEAVING SCHOOL BY DROP CODE

REASONS	TOTAL	DROP CODES 01C	01F	03A	03B	03C	03D	03E	03F	03G	03H	04A	05A	05B	05C	10A
TOTAL	1005	36	15	9	1	158	13	262	24	9	305	122	20	50	1	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
RETAINED IN GRADE	107	2	0	2	0	23	0	33	2	1	32	10	1	1	0	0
	10.6	12.5	0.0	22.2	0.0	14.6	0.0	12.6	8.3	11.1	10.5	8.2	5.0	2.0	0.0	0.0
DIDN'T LIKE IT	209	2	1	1	0	41	2	60	1	2	50	46	0	3	0	0
	20.8	12.5	6.7	11.1	0.0	25.9	15.4	22.9	4.2	22.2	16.4	37.7	0.0	6.0	0.0	0.0
PREGNANCY, NO BABY SITTER	123	0	0	1	0	16	3	15	15	5	24	3	5	38	0	0
	12.2	0.0	0.0	11.1	0.0	10.1	23.1	5.7	62.5	55.6	7.9	2.5	25.0	76.0	0.0	0.0
NEEDED TO WORK	144	2	1	2	0	12	0	50	1	0	49	26	0	1	0	0
	14.3	12.5	6.7	22.2	0.0	7.6	0.0	19.1	4.2	0.0	16.1	21.3	0.0	2.0	0.0	0.0
COURSE DESIRED NOT AVAILBL	36	0	1	1	0	10	0	4	0	1	11	8	0	0	0	0
	3.6	0.0	6.7	11.1	0.0	6.3	0.0	1.5	0.0	11.1	3.6	6.6	0.0	0.0	0.0	0.0
PERSONAL REASONS(UNSPECIF)	120	1	0	0	0	16	0	37	2	0	49	10	0	5	0	0
	11.9	6.3	0.0	0.0	0.0	10.1	0.0	14.1	8.3	0.0	16.1	8.2	0.0	10.0	0.0	0.0
GANGS	33	2	2	0	0	1	0	16	0	0	9	3	0	0	0	0
	3.3	12.5	13.3	0.0	0.0	0.6	0.0	6.1	0.0	0.0	3.0	2.5	0.0	0.0	0.0	0.0
GOT MARRIED	40	0	0	0	0	6	7	5	1	0	4	3	14	0	0	0
	4.0	0.0	0.0	0.0	0.0	3.8	53.8	1.9	4.2	0.0	1.3	2.5	70.0	0.0	0.0	0.0
SICKNESS, ILLNESS	22	0	0	0	0	2	0	5	0	0	13	2	0	0	0	0
	2.2	0.0	0.0	0.0	0.0	1.3	0.0	1.9	0.0	0.0	4.3	1.6	0.0	0.0	0.0	0.0
GOT PUT OUT, I WAS DROPPED	38	0	0	0	0	10	0	8	1	0	17	1	0	1	0	0
	3.8	0.0	0.0	0.0	0.0	6.3	0.0	3.1	4.2	0.0	5.6	0.8	0.0	2.0	0.0	0.0
POOR ATTENDANCE	20	0	0	1	0	5	0	6	0	0	8	0	0	0	0	0
	2.0	0.0	0.0	11.1	0.0	3.2	0.0	2.3	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0
WASN'T LEARNING	26	0	0	0	1	4	0	7	0	0	9	5	0	0	0	0
	2.6	0.0	0.0	0.0	100.0	2.5	0.0	2.7	0.0	0.0	3.0	4.1	0.0	0.0	0.0	0.0
NO REASON	20	1	1	0	0	6	0	3	0	0	7	2	0	0	0	0
	2.0	6.3	6.7	0.0	0.0	3.8	0.0	1.1	0.0	0.0	2.3	1.6	0.0	0.0	0.0	0.0
RACIAL PROBLEMS	6	0	0	0	0	0	0	1	0	0	4	1	0	0	0	0
	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	1.3	0.8	0.0	0.0	0.0	0.0
GOVERNMENT SERVICE	17	1	8	0	0	0	1	2	0	0	3	2	0	0	0	0
	1.7	6.3	53.3	0.0	0.0	0.0	7.7	0.8	0.0	0.0	1.0	1.6	0.0	0.0	0.0	0.0
ARMED FORCES	16	5	1	1	0	3	0	1	0	0	5	0	0	0	0	0
	1.6	31.3	6.7	11.1	0.0	1.9	0.0	0.4	0.0	0.0	1.6	0.0	0.0	0.0	0.0	0.0
TO GO TO ANOTHER SCHOOL	21	0	0	0	0	2	0	7	1	0	8	2	0	1	0	0
	2.1	0.0	0.0	0.0	0.0	1.3	0.0	2.7	4.2	0.0	2.6	1.6	0.0	2.0	0.0	0.0
OTHER	7	0	0	0	0	1	0	2	0	0	3	0	0	0	1	0
	0.7	0.0	0.0	0.0	0.0	0.6	0.0	0.8	0.0	0.0	1.0	0.0	0.0	0.0	100.0	0.0

TABLE 11 REASONS GIVEN FOR LEAVING SCHOOL BY RACE AND SEX

	TOTAL RESPONDENTS	RACE			SEX	
		BLACK	WHITE	SPANISH SURNAMED	MALE	FEMALE
TOTAL	1005 100.0	630 100.0	330 100.0	45 100.0	513 100.0	492 100.0
RETAINED IN GRADE	107 10.6	70 11.1	34 10.3	3 6.7	55 10.7	52 10.6
DIDN'T LIKE IT	209 20.8	81 12.9	116 35.2	12 26.7	119 23.2	90 18.3
PREGNANCY, NO BABY SITTER	123 12.2	105 16.7	14 4.2	4 8.9	0 0.0	123 25.0
NEEDED TO WORK	144 14.3	89 14.1	52 15.8	3 6.7	104 20.3	40 8.1
COURSE DESIRED NOT AVAILBL	36 3.6	20 3.2	16 4.8	0 0.0	22 4.3	14 2.8
PERSONAL REASONS(UNSPECIF)	120 11.9	81 12.9	33 10.0	6 13.3	66 12.9	54 11.0
GANGS	33 3.3	32 5.1	1 0.3	0 0.0	31 6.0	2 0.4
GOT MARRIED	40 4.0	12 1.9	19 5.8	9 20.0	2 0.4	38 7.7
SICKNESS, ILLNESS	22 2.2	14 2.2	8 2.4	0 0.0	10 1.9	12 2.4
GOT PUT OUT, I WAS DROPPED	38 3.8	34 5.4	3 0.9	1 2.2	21 4.1	17 3.5
POOR ATTENDANCE	20 2.0	15 2.4	5 1.5	0 0.0	13 2.5	7 1.4
WASN'T LEARNING	26 2.6	17 2.7	9 2.7	0 0.0	17 3.3	9 1.8
NO REASON	20 2.0	14 2.2	4 1.2	2 4.4	9 1.8	11 2.2
RACIAL PROBLEMS	6 0.6	0 0.0	6 1.8	0 0.0	4 0.8	2 0.4
GOVERNMENT SERVICE	17 1.7	17 2.7	0 0.0	0 0.0	12 2.3	5 1.0
ARMED FORCES	16 1.6	13 2.1	2 0.6	1 2.2	15 2.9	1 0.2
TO GO TO ANOTHER SCHOOL	21 2.1	14 2.2	6 1.8	1 2.2	8 1.6	13 2.6
OTHER	7 0.7	2 0.3	2 0.6	3 6.7	5 1.0	2 0.4

CONSULTATION ABOUT LEAVING SCHOOL

The great majority of the respondents (85.1 percent) answered the question dealing with whom they consulted about leaving school. Almost a third of them (31.2 percent) said they spoke to no one about their decision. More than half (55.7 percent) said they did not talk to any school personnel (teachers, counselors, vice principals or principals) before they dropped out. More than a third talked to counselors and a fifth talked to other school personnel and family as well. Almost a quarter of these respondents consulted only their families, and almost as many consulted with both family and school personnel. Far more students from Districts 2 and 4 consulted no one about their decision than those in other districts. Family consultation was more often the resource of students in Districts 7 and 8. Counselors played a more frequent consultation role with students in Districts 1 and 3. (Table 12)

TABLE 12 PERSONS CONSULTED BY RESPONDENTS ABOUT LEAVING SCHOOL

	TOTAL	DISTRICT 1	2	3	4	5	6	7	8
TOTAL	1111 100.0	187 100.0	114 100.0	152 100.0	124 100.0	189 100.0	103 100.0	132 100.0	110 100.0
COUNSELOR ONLY	159 14.3	34 18.2	14 12.3	27 17.8	16 12.9	21 11.1	14 13.6	17 12.9	16 14.5
TEACHER ONLY	14 1.3	2 1.1	1 0.9	2 1.3	2 1.6	5 2.6	1 1.0	0 0.0	1 0.9
PRIN/VICE PRIN ONLY	28 2.5	4 2.1	5 4.4	5 3.3	1 0.8	5 2.6	2 1.9	2 1.5	4 3.6
TEACHER & COUNSELOR	5 0.5	1 0.5	2 1.8	1 0.7	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0
TEACHER & PRIN/VICE PRIN	3 0.3	1 0.5	0 0.0	0 0.0	0 0.0	1 0.5	0 0.0	0 0.0	1 0.9
COUN & PRIN/VICE PRIN	15 1.4	3 1.6	1 0.9	5 3.3	1 0.8	3 1.6	1 1.0	1 0.8	0 0.0
TCHR, COUN & PRIN/VICE PRN	4 0.4	1 0.5	0 0.0	0 0.0	1 0.8	0 0.0	1 1.0	1 0.8	0 0.0
FAMILY & TEACHER	13 1.2	1 0.5	3 2.6	1 0.7	0 0.0	5 2.6	1 1.0	1 0.8	1 0.9
FAMILY & COUNSELOR	137 12.3	25 13.4	8 7.0	23 15.1	13 10.5	10 5.3	10 9.7	28 21.2	20 18.2
FAMILY & PRIN/VICE PRIN	14 1.3	4 2.1	0 0.0	1 0.7	2 1.6	1 0.5	1 1.0	1 0.8	4 3.6
FAMILY ONLY	270 24.3	40 21.4	26 22.8	33 21.7	28 22.6	61 32.3	29 28.2	29 22.0	24 21.8
FRIENDS ONLY	2 0.2	2 1.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
NO ONE	347 31.2	51 27.3	47 41.2	48 31.6	48 38.7	63 33.3	33 32.0	40 30.3	17 15.5
COUN, TCHR & FAMILY	80 7.2	13 7.0	4 3.5	4 2.6	9 7.3	12 6.3	9 8.7	8 6.1	21 19.1
OTHER	20 1.8	5 2.7	3 2.6	2 1.3	3 2.4	2 1.1	1 1.0	3 2.3	1 0.9

CONCLUSION

A comparison of the data collected in the 1974 and 1975 dropout surveys reveals that a small proportion of the 1975 group were working (26.1 percent compared to 33.2 percent) than was true for the 1973-74 dropouts. The proportion of unemployed was up from 35.2 percent to 42.3 percent. A somewhat greater proportion of the 1974-75 dropouts were enrolled in schools in 1975.

TABLE 13. COMPARISON OF CHARACTERISTICS OF DROPOUTS FROM 1974 AND 1975 SURVEYS

	1973-74 DROPOUTS	1974-75 DROPOUTS
EMPLOYED	33.2%	26.1%
MEDIAN HOURLY WAGE	$2.21	$2.47
UNEMPLOYED, LOOKING FOR WORK	35.2%	42.3%
MILITARY SERVICE	12.8%	9.3%
IN SCHOOL OR COLLEGE	15.9%	19.7%

The median hourly earnings reported for all respondents to the 1974 survey was $2.21 and rose to $2.47 for the 1975 group. Inflation and a ten cent an hour rise in the minimum wage account for the bulk of the increase. Differences in earnings between blacks and whites narrowed to six cents an hour from a difference of 23 cents last year. The gap also closed between males and females with the difference in earnings sex reduced from 71 cents an hour to 24 cents.

The relative number holding jobs while in school remained the same for both years. The proportion of females who were working dropped more

than the proportion of males who held jobs at the time of each survey. The proportion of whites who were employed was about the same for each year while the proportion of blacks who were working in 1975 decreased substantially.

The type of jobs held by employed respondents to the 1975 dropout study differed considerably from that reported for the previous year. The proportion employed as craftsmen or operatives fell drastically from 17.3 percent in 1974 to 1.8 percent in 1975, while those in technical and trade positions showed an increase from 3.4 percent in 1974 to 14.4 percent in 1975. The proportion of dropouts holding office and secretarial positions showed slight decrease of 3.6 percent in 1975.*

In addition to the comparison of the 1974-75 dropouts with those who left high school without graduating the previous year, characteristics of the dropouts can also be compared to those of the 1974 graduates. These two groups were out of school and in the labor market or education sphere during at least part of the same period. Summary characteristics for the two groups are presented below.

TABLE 14. COMPARISON OF CHARACTERISTICS OF DROPOUTS AND GRADUATES

	1974-75 DROPOUTS	1974 GRADUATES
EMPLOYED ONLY	21.7%	29.1%
MEDIAN HOURLY WAGE	$2.47	$2.58
UNEMPLOYED, LOOKING FOR WORK	42.3%	9.7%
MILITARY SERVICE	9.3%	2.4%
IN SCHOOL OR COLLEGE	19.7%	55.9%

*1974 Survey of High School Dropouts, Report #7541, February 1975.

TABLE 15. COMPARISON OF DROPOUTS AND GRADUATES BY RACE AND SEX

	1974-75 DROPOUTS	1974 GRADUATES
BLACK	64.2%	53.7%
NONBLACK	35.8%	46.3%
MALE	56.9%	46.1%
FEMALE	43.1%	53.9%

The most significant difference between the graduates and dropouts is that more than four times as many dropouts were unemployed. Two-and-a-half times as many high school graduates were continuing their education while a greater proportion of graduates than dropouts were employed at the time of their respective surveys. The median hourly wage difference is slighter than expected because of the rise in minimum wages and inflation.

This study adds to the bank of information we are collecting for former Philadelphia high school students on a continuing basis.

While dropouts are more mobile than graduates and perhaps less satisfied with their high school experiences, they are, as a group sufficiently interested in the follow-up procedure to respond to this survey in adequate numbers to produce this analyses.

PLEASE COMPLETE, TEAR OFF, AND MAIL IMMEDIATELY.
THANK YOU.

Are you working now? Full time ☐ Part time ☐

Type of work: _____

Wages: $ _____ per hour

Are you unemployed? Yes ☐ No ☐

Are you looking for work? Yes ☐ No ☐

If yes, what kind? _____

Have you had a job since leaving high school? Yes ☐ No ☐

If yes, what kind? _____

With whom did you talk about leaving school? (Check all that apply.)
Counselor ☐ Teacher ☐ Principal/Vice principal ☐
Family ☐ No one ☐ Other _____

Why did you leave school before graduating?

_____

Are you going to school now? Yes ☐ No ☐

School _____

Course..... GED ☐ Tech/trade ☐

Other _____

NOTICE TO PARENTS OR GUARDIAN:
If the person to whom this is addressed is in the armed forces, please check here..... ☐

SCHOOL DISTRICT OF PHILADELPHIA - OFFICE OF RESEARCH & EVALUATION